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ABSTRACT

A Program intended to promote world-wide action in favor of books and reading is outlined. Sponsored by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), it is based upon the four themes approved for International Book Year 1972 and reaffirmed by UNESCO's member states as long-term objectives. Detailed suggestions are provided to: 1) promote books in the service of education, international understanding and peaceful co-operation; 2) encourage authorship and translation, with due regard to copyright; 3) assist in the production and distribution of books and in the development of libraries; and 4) foster the habit of reading. Major means of action are also reviewed, including national and international book development councils and the role of UNESCO. The UNESCO General Conference's resolution on International Book Year 1972 and its sequel is appended to the report. (PB)

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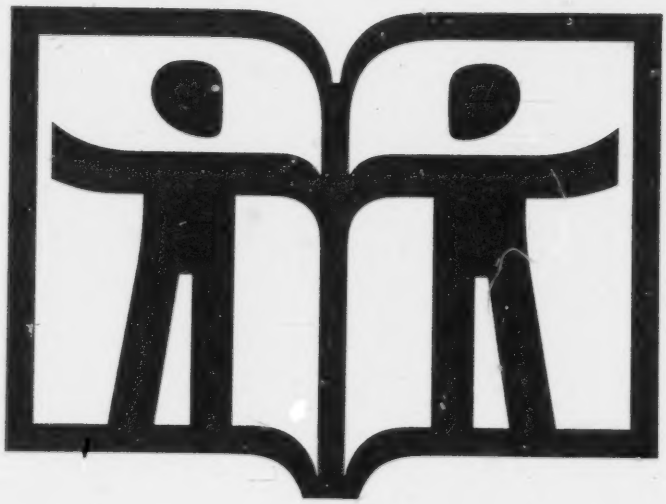
# *books for all*

a programme
of
action



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# *books for all*

## a programme of action

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# Preface

This programme is intended to promote world-wide action in favour of books and reading. It responds to the decision taken unanimously by Unesco's Member States at their seventeenth General Conference to maintain the impetus created by International Book Year 1972.

The programme is based upon the four themes approved for International Book Year and now reaffirmed as long-term objectives. The themes deal, first of all, with the content of books and their use in the service of education and peace. They turn next to the role of the author and translator, then to the publisher and distributor. Finally, they cover encouragement of the reading habit, which is the ultimate goal.

For each theme, national, regional and international measures are listed. The list is not, nor is it intended to be, exhaustive. Rather, the suggestions it contains are designed to stimulate further initiatives. These suggestions are based on the programme of International Book Year, together with reports from Member States and international organizations on action taken. They also reflect ideas expressed at the symposium organized by Unesco in Moscow in 1972 on books in the service of peace, humanism and progress. Finally, they draw upon the suggestions of an international group of book experts who met at Unesco House in mid-1973 to advise on the programme of action.

In view of the interlocking nature of measures to promote books and reading—authors, for example, can only be encouraged if there is a simultaneous increase in production, distribution and reading—activities are listed under the particular theme to which they most generally pertain. Moreover, the broad range of problems confronted by Member States, with widely differing levels of education and development, makes it difficult to assign priorities to the suggestions. What may be innovative in one country can be commonplace in another. It is hoped that those responsible for planning programmes will consider the list as a whole, rather than as fragmented and mutually exclusive items, particularly in view of the often unequal importance of the various suggestions.

This enumeration of activities is preceded by an introductory section and is followed by a description of the means of action. Finally, the text contains the resolution (17C/4.132) approved by the General Conference of Unesco on the sequel to International Book Year.

The pamphlet as a whole is addressed to people the world over who are devoted to books. It is a heterogeneous audience encompassing an infinite variety of professions and interests, but International Book Year made clear how strong is the common bond. It is hoped that this solidarity will be fostered by the collective programme of action set forth here.

# Introduction

The book is a passport to the world, breaking through the barriers of time and space, proferring the joy of fulfilment. It can be a faithful companion, a spinner of dreams, or a source of wisdom, at the choice of its user. For it is this freedom of choice both of subject and of objective that makes the printed word unique among the means of communication.

In man's effort to communicate, two imperatives are posed: to record thought and then to have the possibility of reconstructing the idea in its original form. The first partial solution came through painting, sculpture and, finally, writing. But the ideal answer has been the book. Whether it be palm leaves sewn together, the papyrus or sheepskin scroll or printed pages bound between covers, the book provides a permanent, easily accessible record. What is more, it is compact and thus easy to transport. In its latest form, the book can be slipped into a pocket, carried in a purse, consulted whenever and wherever its reader desires.

Mobility has enabled the book to fulfil more completely its function as a means of reflection and relaxation, a link between cultures and peoples, a catalyst for action. The act of reading is at once an initiation into today's society, a glorious illustration of the past and a durable source of pleasure. Amid the technological marvels of our time, the

printed word is surely the simplest but nevertheless one of the most pervasive forces for a fuller life.

This being so, adequate supplies of books must be made available to all who need them. Moreover, all efforts need to be bent to ensure that no one is deprived, by illiteracy or other impediments, of the advantages and pleasures inherent in the printed word.

*The book revolution*

In recent years, new techniques of printing and distribution have multiplied the potential that books possess for meeting the swelling demand for reading material. This technological revolution—marked by the appearance of the paperback with its large-scale print-runs, ubiquitous distribution and low cost—has brought about a radical transformation comparable in its implications with that created by the invention of the printing-press. The mass-audience book has placed within the grasp of countless readers immense treasures of science and culture hitherto denied to them. In addition, the boundaries between the various forms of intellectual production have become less marked. The paperback is as much a vehicle for popular fiction as for educational material and as much for the classics as for technical handbooks and research publications. At the same time, rising levels of education and the increase in leisure time have immeasurably broadened the market for books.

From 1950 to 1970, world production in terms of titles doubled and in terms of copies trebled. Yet, in the midst of plenty, there is famine. Production is concentrated in a comparatively few nations. Thirty-two countries, making up less than one-third of mankind, produce more than four-fifths of the world's books. In the rest of the world, which includes all of Africa, most of Asia, and Latin America

and the Arab States, acute shortages exist. These regions, with half the world's population and 40 per cent of its school-age children, have steadily increasing book requirements which are not being met. This poverty, so acute in some countries as to be characterized as a 'book famine', is a grave obstacle to social and economic development. The challenge, then, is to break down this barrier to individual and collective progress.

Nation after nation has picked up the challenge. Progressively, throughout the 1960s, national and, in turn, regional and international initiatives were taken to further the role of books, particularly as a way of keeping pace with technological advances and of acquiring new skills or perfecting older ones. As action mounted and, with it, the awareness of the importance of reading matter, it became increasingly apparent that some new concerted effort was needed. It was against this background that the General Conference of Unesco decided, by acclamation, to proclaim 1972 International Book Year (IBY).

*IBY and its sequel*

From its outset, International Book Year elicited overwhelming support: from governments; from international and national organizations; from authors, publishers, booksellers, librarians and educators; from press, film, radio and television organizations . . . and from millions of readers all over the world.

National plans to mark the Year were drawn up and carried out in some 130 countries. Many of the countries proclaimed 1972 national book year, often in statements emanating from heads of state. Posters, stamps and special publications commemorated the event. The mass media provided unprecedented coverage. More than sixty countries established

special-support committees. Some twenty nations set up or strengthened national book development councils.

International, regional and national book fairs were organized on IBY themes. Book exhibitions abounded. People working in the book field joined together as never before in their history. Meetings were held between publishers, on one side and, on the other, educators and economic planners. Authors, often isolated, were given new opportunities for dialogue with their readers.

Library legislation was enacted in many countries and ambitious plans initiated to provide library services in areas previously without them. One country put into effect a plan for creating 50,000 libraries and reading-rooms. Free textbook distribution was begun in another developing country; national bibliographic services were launched in others. National publishing houses sprang into being, while some countries guaranteed purchases of works by national authors. Training courses were conducted for authors, translators, publishers, booksellers and librarians. Additional countries adhered to the two Unesco Agreements providing for the duty-free entry of books.

One of the striking features of these initiatives was the increasing recognition that books transcend boundaries. Particularly in the developed countries, new efforts to provide assistance for the promotion of books and the reading habit were incorporated in their aid programmes.

Another important result of the Year was the growing community of interest displayed by the international non-governmental organizations concerned with books. These associations of authors, publishers, booksellers and librarians established an international support committee to co-ordinate their efforts. Together, they also drafted and adopted a Charter of the Book, setting forth the principles and practices that should prevail for books.

As the Year drew to a close, it became evident that while

IBY had achieved far-reaching results, it had also brought to the fore problems and opportunities of such magnitude that a twelve-month period could hardly suffice to deal with them. Considerable momentum had been generated for book development everywhere, and it was apparent that sustained effort was needed to maintain the impetus. In consequence, the General Conference of Unesco, at its seventeenth session in November 1972, called upon Member States and the international community to pursue and develop in the years to come the initiatives undertaken during 1972.

*Framework for action*

As had been the case for International Book Year, the formulation of a programme of action offered the possibility of providing a framework for mutually agreed goals. Although the establishment of such a programme posed manifest difficulties, there was a wealth of experience to draw upon. In the first place, a number of Member States had already indicated the direction that their post-IBY plans were to take. In addition, the programme of action adopted for International Book Year provided a model for the longer-term future.

Above all, the General Conference had fixed upon the four broad themes which were to be the touchstones of the programme. Under each theme, some of the major problems could be delineated, together with indications of steps that might be taken.

The following section, therefore, contains these suggestions, grouped under each of the four themes. The suggestions are presented in highly condensed form as a check list of points for possible action. They are, for the most part, self-explanatory but, wherever necessary, supplementary indications are given.

In the course of the coming years, the suggestions will undoubtedly be adapted, modified and added to in the light of each country's experience. Nevertheless, they are a compendium of measures reflecting the consensus of International Book Year. They deal successively with: (I) Books in the service of education, international understanding and peaceful co-operation; (II) Encouragement of authorship and translation, with due regard to copyright; (III) Production and distribution of books, including the development of libraries; and (IV) Promotion of the reading habit.

Part one

# The programme

Theme I

## Books in the service of education, international understanding and peaceful co-operation

EDUCATION

In formal schooling, as in the lifelong education necessary for all participation in society, books have an essential role to play at all stages. The precarious situation of books in a large part of the world may frustrate many other efforts for educational development.

The support of the written word is essential to the use of audio-visual media. It alone enables the recipient to control the pace of reception and the order of chronological sequences and to fit the message into his system of thinking.

Books have several roles to play in education. Firstly, there are school or university books, functional tools specifically adapted to serve an educational purpose. Secondly, there are children's books which play an educational role at a crucial formative age.

Thirdly, there are books for general reading intended for adults and designed to foster the lifelong process of education. Libraries, in making books more widely accessible, form an integral part of education at all levels of formal and non-formal schooling.

**Suggestions for action**

**a. Promoting textbook policies, in the light of present possibilities and future needs**

- Distribute textbooks free of charge, to the extent permitted by the economic capacity of the country and with priority accorded to the primary schools.
- Re-define the textbook's role in relationship to audio-visual materials.

  *A coherent educational policy can avoid wastage and foster maximum use of resources. This can, in turn, promote integration of plans for the supply of teaching material with the general development of educational systems.*
- Bring together representatives of the book professions with educators and economic planners.

  *Such gatherings can promote broad understanding of the role of books in economic and social progress. (During IBY, several countries convened effective meetings along these lines.)*
- Renew and up-date school-books, providing freedom of choice of methods by teachers.

  *Developing countries which do not as yet possess the expensive and complex infrastructure called for by such a policy could, in the meantime, employ adaptations of foreign works or co-editions with publishers in other countries. They might also initiate joint publishing activities between the private sector and the State.*
- Strike a balance between output of educational and general reading matter.

*Each country should maintain a statistical check on the volume of educational and general book production and the relation between the two. In developing countries, educational books at present far exceed general literary production. However, it is widely accepted that, as literacy becomes more widespread, there should be a 50-50 balance.*

**b. Stimulating the creation of textbooks and other educational materials**

- Increase the supply of textbooks in languages generally used in each community.
- Increase production of out-of-school books and other reading materials for lifelong education.

  *In developing countries, out-of-school publications should aim at the education of farmers and women, the training of industrial workers, health education, rural community development and expansion of handicrafts, and should also meet the needs of new city dwellers now streaming in from rural areas.*
- Increase substantially output of books and periodicals for children.

  *Multidisciplinary approaches can improve the quality of children's books by bringing together authors and illustrators with psychologists and educators. Special efforts should be made to reduce book production costs without diminishing the capacity to withstand rough treatment. Collective efforts can improve both quality and quantity by permitting regional or international co-editions.*
- Promote broad exchanges of educational, scientific and cultural works produced in advanced countries.

  *So long as developing countries cannot meet their own needs, measures should be taken at international level to facilitate the reproduction as well as the translation and adaptation into national languages of works produced in advanced countries. In particular, it will be necessary*

*to find solutions to difficulties involved in the purchase of publication rights. One suggestion put forward is that a world book fund should be established for this purpose.*

**c. Improving quality and content of educational books**

- Study use of new types of textbooks, such as those with self-correction devices or conceived with audio-visual components.
- Establish national mechanisms between producers and users of didactic material.
  *In particular, developing countries should be kept regularly informed of research and achievements in industrial nations as well as in other developing States.*
- Develop school, university and public libraries.
- Explore co-operative mechanisms for the regional or sub-regional exchange of information on educational books.

## INTERNATIONAL UNDERSTANDING AND PEACEFUL CO-OPERATION

The antithesis of education, ignorance too often breeds hate and suspicion. Since books are inextricably linked to education, and education in turn is designed to enable the individual to make his full contribution to society, printed matter serves, directly or indirectly, to construct in the minds of men the defences of peace. Books are a means of communicating spiritual values and in so doing are a powerful factor in bringing people together. They aid in the mutual understanding of cultures, and when men know each other better and understand each other better, co-operation among nations is furthered.

Books thus can lay the basis for a lasting peace by diffusing the ideals of justice and respect of the rights

of man which are its foundation. The content of books requires particular care in publications for children, since it is necessary to instil from childhood the attitudes conducive to international understanding. While promoting awareness of national cultural values, there is equal concern that chauvinism should not replace national pride or insularity impede the international co-operation so essential for construction of a better world.

Such co-operation must necessarily be based upon the preservation and unfettered development of national cultures. For this, national literary expression is indispensable, along with increased publication in national languages. It is this respect for national culture that will promote the expansion of international cultural collaboration and thus contribute to international understanding through mutual acceptance of national particularities.

**Suggestions for action**

**a. Promoting the ideals of peace, humanism and progress**

- Award prizes to authors or publishers of works which encourage peace, understanding and friendship among peoples.
- Organize reading-promotion campaigns by young people for their community.
- Collect and dispatch books to schools and libraries in other countries in order to instil a sense of international solidarity.
- Encourage publication of works reflecting ideals of peace, humanism and progress while discouraging any attempt to use books for objectives incompatible with these aims.

**b. Fostering respect for national cultures**

- Assure objective presentation of each country to another, whether in textbooks or in manuals for out-of-school education.

  *The effort to provide an unbiased outlook in educational books should be developed particularly with regard to history and geography works. Countries might set up joint commissions for this purpose.*
- Organize symposia on ways of stimulating publication in national languages.
- Produce 'talking books' or tape-recordings to preserve essentially oral cultures, such as those of Africa.
- Organize meetings between authors and publishers of different countries.

**c. Contributing to international understanding**

- Produce children's books contributing to mutual comprehension.

  *Authors, educators and publishers should see to it that books not only permit young readers to discover and understand the milieu in which they live but also contribute in equal part to an increased interest in the history, geography, traditions and way of life, tales and legends of other countries.*

Theme II

## Encouragement of authorship and translation, with due regard to copyright

It is, of course, the creative writer who is the point of origin for all publications. Without the author—or

his adjuncts, the translator and adapter—the whole edifice of book production and distribution crumbles.

Countries should encourage authors and translators in their creative efforts so that the cultural personality of each nation may be expressed and widely diffused. The author, in turn, has a responsibility to the public which increases as press-runs rise and his audience enlarges. He can assume this obligation fully only if he has the freedom indispensable to all creative activity.

The translator, who contributes through his work to the distribution of books beyond linguistic barriers, represents an essential link between the author and a larger public. In order to promote more effective use of books written in other languages or by authors of differing cultures, the translator also is frequently called upon to adapt the original work.

To increase intellectual production, it is necessary not only to discover and train new talent but also to improve the condition of authors and translators and ensure the protection of their moral and material interests. A fair balance must be struck between the necessity to protect the rights of authors and that of broadening the circulation of manuscripts and published works, particularly for the benefit of developing countries.

**Suggestions for action**

**a. Encouraging creative activities of writers, translators and adapters**

- Organize at national, provincial or local levels literary competitions, to discover new talent.
- Establish international literary prizes for authors of works

devoted to a particular region or which treat questions of world interest.

- Arrange lecture-discussions between authors and different categories of readers.

  *Groups such as youth movements, cultural associations, trade unions, parent-teacher associations, etc., can organize these meetings which may, at the same time, help young authors to become better known.*
- Encourage authors in countries with an essentially oral tradition to prepare collections of texts drawn from interviews or tape-recordings.
- Provide training for authors through short-term courses.
- Organize multidisciplinary courses on the collective writing of textbooks and children's books.
- Grant paid leave (released time) to teachers for textbook writing.

  *The device of released time can prove effective in stimulating the writing of school-books fitted to national or local needs, particularly in developing countries.*
- Promote the writing of manuscripts on as broad as possible a range of subjects.

  *By diversification of their output, publishers can provide encouragement to authors. Special funds might be established for this purpose.*
- Translate and publish representative works of little-known literature.

**b. Improving the material situation of authors and translators**

- Provide financial incentives for authors and translators.

  *The device of guaranteed purchases by governments has been adopted by some countries, as have subventions to authors.*
- Create and develop national associations of writers.

  *International non-governmental organizations should encourage the participation of new national associations of writers.*

- Establish national translation bureaux.
- Develop new methods of training for translators and adapters.
  *These intermediaries between an author and a broad public in other countries are frequently poorly prepared for their tasks and inadequately compensated. To contribute to increasing the prestige of the profession, the qualifications required of translators should be commensurate with the quality of the manuscript involved.*
- Provide special compensation for translators who make the first translation of a work.
- Encourage the organization of national societies of translators to protect their particular interests.

**c. Setting standards for the benefit of authors, translators and adapters**

- Adhere to international copyright conventions, particularly the two Paris Conventions of 1971, which provide increased facilities for developing countries.
- Create national or regional copyright information centres to simplify the transfer of rights.
  *The Unesco International Copyright Information Centre serves as a co-ordinating body to assist copyright transfers and exchanges of information between national or regional centres.*
- Provide multilateral or bilateral assistance for copyright transfers.
  *Since copyright payments can represent a drain for developing countries which wish to reproduce, translate or adapt protected works, governments of advanced countries might undertake to pay these expenses to their nationals, thus preserving the interests of copyright holders.*
- Avoid double taxation of authors' royalties in cases of reproduction, translation or adaptation in another country.
- Exchange biographical and bibliographical information on authors and translators.

Theme III

# Production and distribution of books, including the development of libraries

## PRODUCTION

Although the 'book revolution' which has occurred in the production and distribution of books has made it possible to publish vast quantities of printed materials to meet growing needs throughout the world, the effects of this striking change are felt unequally. Developing countries suffer in varying degrees from a grave shortage of books. Representing some 70 per cent of the world's population, they produce barely one-fifth of the books published in the world, while the rest of the production is centred in some thirty industrial countries.

These facts led Unesco to attempt to remedy the severe imbalance through a programme launched with a series of regional expert meetings convened between 1966 and 1972 in Asia, Africa, Latin America and the Arab States. Among the objectives was assessment of the book needs of each of the regions, an evaluation of resources to meet these needs and an outline of the measures that should be taken to improve the situation. In a number of regions targets for book development were established up to 1980 which derived their basis from educational plans that had been established to the same date. The final aim is to create in each country a viable national publishing industry.

All these efforts to increase the production of books

must be accompanied, in industrialized countries as well as in developing countries, by a qualitative effort designed particularly to ensure that books meet the tastes and desires of readers. Concentration on quality must be accompanied by more effective measures to reduce cost.

Finally, the development of publishing must be recognized as a problem of the development of domestic industry, including the infrastructure required. As such, publishing must be integrated with the rest of economic and social planning.

**Suggestions for action**

**a. Planning national book production**

- Establish national book development councils.
  *All of the Unesco regional book development conferences recognized that such national institutions were indispensable to the establishment of sound domestic book industries.*
- Integrate planning of national book production with educational, economic and social programmes.
- Establish national targets for book production.
  *Developing countries, in particular, can utilize the regional targets for book development, drafted by expert meetings, as a basis for national plans.*
- Increase publication of books in national languages.
- Produce special books for the newly literate.
- Make special efforts to produce books for the handicapped.
- Create prizes for works which best meet national needs.
- Utilize the IBY book symbol as a mark of excellence.

**b. Reducing costs of books**

- Develop pocket-book editions and increase number of co-editions.

*Since the cost of books diminishes in proportion to the size of press-run, these various means of increasing the number of copies printed have served to cut prices. The aim generally is to ensure that the cost of a mass-market book should be no more than the hourly wage scale. International co-publications, particularly of highly illustrated books, can enlarge potential audiences.*

- Explore new methods of low-cost printing.
- Eliminate tariffs on the importation of paper, printing and binding equipment and other materials needed.
- Create national book funds.

  *Such funds can be of special use to publishers in developing countries who find it difficult to obtain long-term, low-interest loans through the usual commercial channels.*
- Grant tax relief to publishers in developing countries.

**c. Providing the manpower and materials for production**

- Explore new techniques for training book-production personnel.

  *Two techniques in training management as well as production personnel might be jointly used: the establishment in developing countries of national or regional institutes as well as lectures and seminars organized with the assistance of international experts; dispatch of personnel to advanced countries through fellowships offered by public and private institutions, particularly by professional organizations.*
- Train graphic artists.
- Assist developing countries in obtaining critically needed paper supplies.

  *Bilateral and multilateral aid programmes might help in establishing paper-manufacturing facilities in countries possessing the necessary raw materials or help finance research on the use of alternate short-staple fibres.*

## DISTRIBUTION OF BOOKS AND DEVELOPMENT OF LIBRARIES

Essential intermediaries between the creators of reading matter and their readers, distributors are more than merely passive links. They guide and inform the potential user. As such, they play a vital role in ensuring that an adequate and well-chosen range of books reaches the reading public.

Promoting the distribution of books requires action at two levels: regional and international, on the one hand, and national, on the other. The free movement of books between countries is hindered by a number of economic obstacles. Among these are customs duties and taxes which are levied upon imported books. Equally important are the difficulties in obtaining foreign currency for payment of imports. Furthermore, the transportation charges frequently add substantially to the sales prices of printed material. At the national level, it is necessary to multiply sales points and libraries, giving particular attention to the often-neglected rural areas. To assist in this task, the training of personnel in modern methods is essential as is the publication of additional information on new books.

Libraries occupy a key position in the distribution network since they can be the principal means whereby the record of man's thoughts and ideas and the expression of his creative imagination can be made freely available to all. Libraries are concerned with the refreshment of man's spirit by the provision of books for relaxation and pleasure, with assistance to the student, and with the supply of up-to-date technical, scientific and sociological information. Through

their purchases of books, libraries also fulfil a dynamic role in publishing since they make possible both the publication of books that would otherwise have limited audiences and the re-issue of classics of world literature which might become less readily available.

**Suggestions for action**

**a. Freeing the flow of books across frontiers**

- Adhere to Unesco Agreements on the free flow of educational, scientific and cultural materials.

  *Those States which have already adhered to the Florence Agreement on the importation of books and other educational, scientific and cultural materials could explore the possibility of granting additional facilities, particularly the foreign exchange required for book imports.*
- Adhere to Unesco Conventions on the exchange of publications and documents, as well as other international agreements and recommendations to promote the free flow of books.
- Make due provision for book development and exchanges in bilateral and multilateral cultural agreements.
- Apply international rules for the compilation of book statistics.
- Reduce air-freight charges on books.
- Participate in efforts to lower tariff charges on books and the materials needed for their production.
- Participate in the Unesco Coupon Scheme.

  *This programme permits participating countries lacking foreign exchange to buy in their local currency coupons for the purchase of books. Individuals and organizations can also buy Gift Coupons to be sent to the library of their choice or other book-oriented institutions in developing countries.*

**b. Building national book distribution**

- Develop new distribution networks.

  *Particular attention should be paid to rural areas where itinerant booksellers, book clubs, mobile libraries, book boxes and mail-order sales can overcome some distribution problems. Sales and distribution outlets should also be established wherever people gather (waiting-rooms in railways, bus stations, airports and wherever people work).*

- Promote knowledge of available reading materials.

  *Since the effectiveness of distribution depends in large measure on the awareness that the public has of existing works, it is not only necessary to distribute more widely catalogues of books, but also to encourage the mass media to publicize, through reviews and stories, those publications that are available.*

- Organize book exhibitions, fairs, festivals as well as months, fortnights and weeks of the book.
- Train booksellers in modern distribution and management techniques.
- Provide booksellers with payment facilities.

**c. Providing adequate library services**

- Integrate library planning with book development as part of over-all national programmes.

  *Every attempt should be made to extend library services to potential readers in all areas and to develop new forms of library services capable of responding flexibly to the varied and changing needs of readers.*

- Provide public libraries with all forms of communication of information and ideas.

  *In addition to books, this should include periodicals, newspapers, films, slides, gramophone records, audio and visual tape and the varied micro-forms.*

- Promote adherence to the Unesco Public Library Manifesto.

  *The Manifesto, revised for International Book Year, sets*

*forth the basic premises for the public library and its development.*

- Train librarians not only in professional techniques but also in sociology and psychology.
  *In developing countries, particularly, the establishment of new libraries should be accompanied by technical training. In all countries, librarians must be able to judge needs of the sometimes inarticulate reader at the same time that they help create and maintain in a community a propitious climate for cultural and social development.*
- Ensure that libraries, particularly school libraries, are cultural centres.
  *Libraries should not be merely places where culture is preserved, but rather should become the focus for cultural animation and serve as settings for exhibitions, lectures and discussions.*
- Provide a framework for co-operation among parents, teachers and pupils.
- Establish children's reading-rooms and collections of literature for young people.
- Provide sections and services for special reading groups such as the aged or handicapped.
- Make certain that all languages used in a community are represented in library collections.
- Provide information on needs of readers and reading habits for use by local publishers.
- Take steps towards national bibliographical control.
  *In those countries where no national bibliography exists, priority should be given to this fundamental tool. In improving or establishing bibliographical controls, international norms should be applied, such as International Standard Bibliographic Description and International Standard Book Numbers and Serial Numbers. This is necessary for the eventual transfer to advanced technologies based on shared cataloguing and automated bibliographic recording.*

Develop national, regional and international networks of libraries.

*Library twinning between institutions in different countries can promote exchanges of material.*

Theme IV

## Promotion of the reading habit

The ultimate aim and justification for a book is its reader, and yet comparatively little is known about what makes people read. Some read for information or for the practical benefits that can be derived from a book or periodical; others for escape. A large and faithful group reads simply for pleasure.

One problem has always been that while it is comparatively easy to teach a child or an adult to recognize letters and words, the skill can be quickly lost. Thus, in order to prevent relapse into illiteracy, policies for the promotion of reading must take account of the need to provide adequate reading matter.

The socio-economic context of the reader is another important factor. New readers, regardless of their age, can become discouraged if the use of books is not a part of their cultural environment. In the most advanced countries, there still are important sectors of the population who abandon reading once they leave school. In part, this is due to the competition for their attention offered by the cinema and television, although other members of the same society may be stimulated to increased reading by the audio-visual media.

Finally, it is increasingly recognized that the way

reading is learned, in a school situation and at home, has a lasting effect on future use of books and periodicals. It is, consequently, imperative to discover and apply new methods to ensure that the reading technique is both a pleasurable experience and an effectively manipulated tool. While stress is placed upon the teaching of reading in the school, it is, of course, the example of parents and friends that can be the most compelling way of instilling love for the printed word. Thus, the promotion of the reading habit devolves upon every individual to whom books and periodicals represent cultural enrichment, the acquisition of new knowledge and the full utilization of leisure time.

**Suggestions for action**

**a. Instilling love for books**

- Teach reading both in primary and secondary schools.
  *For this purpose, special training should be provided for teachers, both young teachers and those with long experience.*
- Create reading incentives, such as 'reading passports'.
  '*Reading passports*', *in which boys and girls list not only the titles of books read but also criticisms, can allow teachers to follow the progress of their pupils.*
- Establish reading clubs or co-operative school ventures.
- Distribute moderate-priced newspapers or information bulletins for pupils.
- Give books as end-of-year prizes.
- Establish reading groups at the village or urban district level.
  *Such reading groups can discuss current events, using books as basic documentation to complete reports issued by the press, radio and television.*

- Mobilize the general public—readers and non-readers—behind efforts to promote wider use of book resources.
- Maintain and develop reading skills already acquired.

**b. Learning more about books and reading**

- Study the tastes, motivations and comportment of readers.
  *Investigations could also cover analysis of the effects of content, tests of readability and understanding, etc.*
- Conduct classroom research into reading motivation, using audio-visual techniques.
- Promote pupil research into the manufacture of books, including tours of printing shops and publishers.
- Develop books for children and young people based on their needs and experience.
- Ensure that technicians also learn about literature, philosophy and the social sciences.
  *Too great a specialization in certain disciplines carries with it the danger that those who follow such studies will lack interest in any other reading matter.*

**c. Bringing books to the public**

- Organize school exhibitions on an author, character in a novel or literary theme.
- Collect original works or translations based on books in the school library.
- Draw up 'book maps' of a community which list bookshops and libraries.
- Encourage the production and distribution of inexpensive, easily read pamphlets.
  *These publications would deal with questions of broad general interest such as health or, in rural areas, agriculture or stock-breading.*
- Collect oral literature.
- Establish newspapers and magazines and encourage as wide as possible circulation.

- Produce books for the new literate in easily readable type and simple language.
  *The problem is to provide printed matter whose content corresponds to adult attitudes.*
- Organize language courses for immigrant workers and provide reading material in their languages.

Part two

# Means of action

To carry out this broad programme, a vast network already is in place, in part a legacy of International Book Year and of the Unesco regional book development meetings. It consists, above all, of existing national institutions as well as those that were established or reinforced during 1972.

Chief among the structures are the National Commissions for Unesco, which played a key role in the International Book Year campaign and, in a number of instances, helped finance operations. The Commissions can co-ordinate national activities and once again undertake initiatives on behalf of books and reading, ranging from the sponsorship of readership surveys to assistance in organizing exhibitions, lectures and conferences. Moreover, as links between national bodies and Unesco Headquarters, they can provide information on measures taken elsewhere that might be applied nationally.

The IBY Committees set up in many countries during 1972 constitute an important base for the continuing campaign. A number of countries have already renewed the mandates of these committees so that they can once again serve as a source of inspiration and co-ordination of activities at the local as well as national level. Bringing together, as most do, governmental authorities with the book professions

and readers, through representatives of youth organizations, parent-teacher associations, clubs and similar bodies, the Book Committees have demonstrated their ability to mobilize public participation. In this, they can be assisted also by reading clubs and Unesco Associations and libraries, as well as by non-governmental associations.

Mass-media institutions of the press, film, radio and television are essential elements in mobilizing public involvement in undertakings for books. IBY, in eliciting massive media reaction, points the way for the future. The media can provide reports on national and local initiatives and give increased attention to book reviews. They can arrange discussion programmes involving authors, critics and readers to help focus attention on the latest important literary events. Adaptations of books for television, cinema, and radio can also be an excellent means of awakening interest. The periodical and specialized press can conduct as well as publicize studies of reading habits. Special notice can be given by the media to children's literature and the reaction of the young to the printed word.

*Book Development Councils*

For the book professions themselves, one of the chief instruments is the National Book Development Council. Such bodies already are functioning in some twenty countries, while others are under consideration elsewhere. The National Book Development Councils bring together all the different professions concerned with books: authors, publishers, printers, booksellers, librarians and educators. In most cases, there is also governmental participation.

The Book Development Council, through its combined expert opinion, can be a major factor in the preparation of plans for book development. Frequently, it also undertakes training programmes and encourages high professional

standards. As the voice of the book industry, the Book Development Council can initiate and carry out research studies into reading habits; it can advise on national policies regarding importation of books and the raw materials necessary for their manufacture; it is a defender of copyright and of the professions' efforts to bring to the widest possible public the books that are needed. In developing countries, particularly, these national councils are proving to be an effective device for increasing the supply of books; so effective, in fact, that suggestions have been made that an international federation should be established for the exchange of information and experience among them.

A regional extension of the National Book Development Councils is to be found in the Regional Book Development Centres that have been created in recent years. Such centres already exist in Karachi (Pakistan) and Tokyo (Japan) for the Asian region, as well as at Bogotá (Colombia) for Latin America. As of 1973, a similar centre was being set up in Cairo for the Arab States and consultations were under way to establish one or more centres in Africa.

The post-IBY campaign for books and reading provides an opportunity to extend this network of training facilities and other book programmes. Increased national participation is necessary for the centres to accomplish their tasks. In addition, assistance might be provided by the United Nations Development Programme and other institutions concerned with multilateral and bilateral cooperation.

There is still another forum for regional approaches to questions of book promotion and development. This is the series of regional and sub-regional meetings of Unesco National Commissions which could, as in 1972, place on their agendas the subject of joint action on behalf of books.

Finally, the United Nations Regional Economic Commissions offer an important focus for book development activities. Recognizing the relationship between books and

literacy—and thus economic and social progress—the Economic Commissions have from the beginning of the Unesco book programme taken a keen interest in the development of the infrastructure required for the strengthening of national publishing industries.

*International community*

Within the United Nations System, the International Bank for Reconstruction and Development (IBRD) and other members of the World Bank Group, the United Nations Development Programme (UNDP) and the United Nations Industrial Development Organization (UNIDO) can assist substantially in the book development programme. The Food and Agriculture Organization (FAO) might intensify its aid to paper and pulp industries in order to ensure that adequate paper supplies are available for book industries, particularly in the developing regions. The United Nations Children's Fund (Unicef) can increase its book-related activities. The International Labour Organisation (ILO) can make special new efforts for the training of book personnel. Other intergovernmental organizations, both international and regional, can, within the limits of their competence, undertake programmes to promote books and reading, as many did during International Book Year. Such activities as special publications, trade fairs and seminars could help carry the continuing message of the importance of books.

International non-governmental organizations, which associated themselves in great numbers with International Book Year activities during 1972, might endeavour to reflect the objectives of the follow-up programme in their own work plans by adopting the relevant themes as items on meeting agendas and as subjects of reports and studies. Using their unique network of national associations and committees throughout the world, they might also encourage their

affiliated associations to lend support to the book promotion programmes of Member States and to the institutions responsible for co-ordinating national activities.

A special role is reserved for the non-governmental organizations in the book field. These organizations of authors, publishers, booksellers and librarians have already embarked on a series of joint actions, the first of which was the unanimous approval of the Charter of the Book, a ten-point declaration of principles affirming the role of books in promoting individual fulfilment, social and economic progress, international understanding and peace.

The Charter has aroused considerable interest throughout the world. Its adoption by the professional organizations was noted by the General Conference of Unesco at its seventeenth session. It has been widely translated and printed in the publications of international non-governmental bodies, as well as in the organs of the book trade in many parts of the world. During the years ahead, the diffusion of this basic document for the book world can be extended by the professions, additional translations can be undertaken and efforts made to ensure its wide practical application.

Continuing their action in support of Unesco's book programme the professional organizations of the book world have drawn upon their experience with the Support Committee for IBY and created an Inter-professional Committee on Books. This new body, constituted on a broadly representative basis, is intended to serve as a focal point of co-operation in the international book community. Among the functions it has undertaken is to assist in the implementation of the present programme of action.

*Unesco's role*

Unesco has a threefold role in the pursuit of this world campaign for books and reading. In the first place, it pro-

vides suggestions for action such as those contained in the present report. Secondly, it serves as a centre for the exchange of information on national and international initiatives. Finally it provides assistance, upon request and to the limit of its capacity, in the execution of projects for book promotion and development.

These activities are centred in a Division of Book Promotion and Development. The Division is assisted by a network of liaison officers from the various sectors of the Unesco Secretariat so as to ensure the co-ordination of the Organization's activities relating to book promotion and development.

Information received by the Unesco Secretariat from Member States and international organizations is being widely diffused through a periodic newsletter entitled 'Book Promotion News'. As the campaign develops, additional information material is to be made available in the form of model posters, articles for the press, and radio and television programmes. Studies, such as the one on the book situation in the world today, published under the title *Book Hunger*, are being issued as the occasion requires.

The continuing symbol of this world-wide effort on behalf of books and reading is the design, originally prepared for International Book Year by the Belgian graphic artist, Michel Olyff. The two figures linkings arms within the covers of a book will, it is hoped, become the permanent hallmark, not only of this multinational effort but, more particularly, of excellence in book publishing and distribution.

The decision taken by the General Conference to pursue the results of International Book Year was the point of departure for a long-term programme. Suggestions have been made that the programme should be extended to the end of the 1970s, when a further International Book Year, possibly in 1982, might provide an opportunity for assess-

ment and the setting of new targets for book development. This was in part reflected also in the request by the United Nations Economic and Social Council to Unesco to present a report to it in 1974 on the ways in which the results of International Book Year can 'contribute to the goals of international development strategy for the Second United Nations Development Decade'.

This pamphlet, it may be noted, derives its title from the slogan adopted for International Book Year and the sequel to it. 'Books for All' is the keynote for the future.

Annex

# Resolution on International Book Year 1972 and its sequel adopted by the General Conference of Unesco

17 C/Res. 4.132

The General Conference,

*Noting with satisfaction* the report of the Director-General on International Book Year—1972 (document 17 C/75 and Add.),

*Recording* its profound gratification with the results achieved by International Book Year, which have provided a vast impetus for the promotion of books and reading throughout the world,

*Noting* that virtually all Member States drew up and executed national programmes for International Book Year and that many of these initiatives were conceived as long-term actions,

*Noting with satisfaction* that these results were achieved with limited financial participation by the Organization and that the establishment of a small co-ordination unit in the Secretariat proved to be an effective means of promoting action,

*Expressing gratification* that the experience of International Education Year was taken effectively into account in the pursuit of International Book Year,

*Noting*, in particular, that International Book Year, under the slogan 'Books for All', has given renewed

significance to Unesco's long-term programme for book development,

*Noting further* that the series of regional meetings for book development (Asia 1966, Africa 1968, Latin America 1969 and Arab States 1972) has resulted in the establishment of regional centres and many new initiatives for national book development as well as the adoption of long-term programmes linked to the Second United Nations Development Decade,

*Noting further* that the discussion which took place at the symposium held in Moscow in September 1972 on the subject of 'Books in the Service of Peace, Humanism and Progress', and of which a summary is presented by the Director-General in document 90 EX/10 Add., makes it possible to carry out an analysis in depth of the main themes of International Book Year,

*Emphasizing* the indispensable contribution made by international non-governmental organizations, professional associations and National Commissions.

*Noting* the adoption of the text of the *Charter of the Book* by professional organizations concerned with books,

*Further emphasizing* the active role played by the mass media throughout the world in making known to the general public the objectives of International Book Year,

*Reaffirming* the role of books in literary, scientific and philosophical culture and in the free flow of ideas, as well as the importance of the quality and content of books in the realization of Unesco's objectives, namely: peace and security; promotion of universal respect for justice, of the rule of law and of human rights, including the protection of the

rights of minorities and the campaign against racialism and colonialism; development; and the achievement of lifelong education,

*Considering* the general preoccupation with the promotion of the reading habit and the need to synthesize the considerable body of research already being carried out in this field,

1. *Invites* Member States:
   (a) to pursue the initiatives undertaken during International Book Year to achieve the aims approved by the General Conference at its sixteenth session, viz.:
      (i) use of books in the service of education, international understanding and peaceful co-operation;
      (ii) encouragement of authorship and translation, with due regard to copyright;
      (iii) production and distribution of books, including the development of libraries;
      (iv) promotion of the reading habit;
   (b) to give continuing consideration to the suggestions for book development emerging from the regional meetings convened by Unesco;
   (c) in co-operation with National Commissions, to establish or reinforce national institutions for book promotion, drawing wherever possible upon national committees for International Book Year or other existing bodies such as book development councils;
2. *Urges* the non-governmental organizations to continue their fruitful association with each other and with Unesco in promoting the objectives of International Book Year;
3. *Authorizes* the Director-General:
   (a) to publish in 1973 a digest and appraisal of

initiatives taken and techniques employed during International Book Year with a view to making the most advantageous use of this information for the future;

(b) to maintain, at an appropriate level in the Communication Sector, a Co-ordination Unit for Book Promotion which will provide an integrated approach to planning and policy of all Unesco activities relating to the promotion of books both at Headquarters and in the field, and will assist Member States and international organizations in pursuing initiatives for the promotion of books taken within the framework of International Book Year;

(c) to seek with Member States means to disseminate the publications of Unesco much more broadly in libraries and teaching institutions;

4. *Invites* the Director-General to submit to the General Conference at its eighteenth session a report on the launching of a further long-term programme for book promotion, including an examination of the possibility of regrouping and concentrating all book-related activities in Unesco's programme with this in view.

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